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ABSTRACT

This module on elements and procedures involved in planning instruction is the fifth of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are to be used in part in conjunction with an audiotape. The objective of the module is for the teacher to be able to identify content for a course, arrange it in a logical order, and prepare lesson plans for use in teaching adults. The booklet first discusses some factors that affect decisions about what to teach and how to teach it. It then suggests a procedure to follow in designing instruction, that includes four basic phases: specifying objectives, identifying and arranging learning tasks, selecting techniques and devices, and developing evaluation instruments. A case study is presented to show how the process is applied. (YLB)

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ED 208 205

INTRODUCTION TO TEACHING ADULTS

MODULE 5

DESIGNING INSTRUCTION

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1981

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MODULE 5: DESIGNING INSTRUCTION

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MODULE 5

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ABOUT THIS PROGRAM

This series of modules was developed by the Division of Adult Education and the Centre for Continuing Education of the University of British Columbia under contract with the Ministry of Education of the Province of British Columbia. The series was developed under the direction of Gary Dickinson, and Sandy McGechaen supervised the production.

The eleven modules in the complete program are:

Level I

- 1 Guidelines for Teachers of Adults

Level II

- 2 Using Instructional Techniques
- 3 Using Instructional Media
- 4 Using Evaluation Instruments

Level III

- 5 Designing Instruction
- 6 Writing Instructional Objectives
- 7 Managing Instruction
- 8 Enhancing Motivation

Level IV

- 9 Understanding the Adult as Learner
- 10 Understanding the Learning Process
- 11 Continuing Your Development

MODULE 5: DESIGNING INSTRUCTION

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INTRODUCTION

This module discusses the elements and procedures involved in planning instruction. When you have completed the module, you should be able to identify the content for a course, arrange it in a logical order, and prepare lesson plans for use in teaching adults.

The booklet discusses some of the factors that affect your decisions about what to teach and how to teach it, and suggests a procedure to follow in designing instruction. Course outlines

and lesson plans are discussed as products of the instructional design process.

The cassette for this module consists of an interview about how a specific course was designed, focussing on the decision-making process involved. Related materials are presented at the back of the booklet as a case study. You can refer to these when you listen to the cassette. Read the booklet before you listen to the cassette.

THE NATURE OF INSTRUCTION

Learning and instruction are related, but they are not the same thing. Learning is influenced by many things, of which instruction is only one. Instruction is neither necessary nor sufficient for learning to take place. Learners can learn without being instructed, while instruction does not necessarily lead to learning if students are inattentive, unmotivated or mentally unprepared.

Instruction is a process and not an end in itself. It aims to assist learning through the establishment of conditions for learning, the selection of materials to be learned, the management of the learning sequence, the determination of

appropriate learning behavior, and the assessment of learning outcomes. Learning is an internal process taking place in the central nervous system of individuals, and it requires both internal conditions as well as external conditions. Instruction is the arrangement of external events to initiate, activate and support the internal processes of learning.

Instruction occurs when stimuli from the environment are planned and systematically presented for the purpose of aiding learning. The teacher's job is to design, select and supervise external events in order to activate and support the necessary learning processes.

APPROACHES TO INSTRUCTIONAL PLANNING

Teachers of adults are often concerned about the extreme to which they should control and direct the instructional process. One point of view holds that instruction should follow an "open" strategy, emphasizing discovery learning by the participant and minimal direction by the teacher. The other viewpoint suggests that instruction should follow a "closed" strategy, where the teacher provides a great deal of direction and control.

Both viewpoints agree that the main goal of instruction is to meet the learning needs of individual adults. There is little debate about the need for planning instruction, but the points of dispute are about who does the planning and when it should be done. No single approach will be suitable for all situations, but instructors need to work toward the optimum conditions for every learner. In doing so, three basic questions must be considered:

1. Should part of instruction be a design phase in which procedures are planned and tested before being used in the classroom?
2. Should the group of learners be involved in the planning and decision-making about the content and process of instruction?
3. Should instruction be a spontaneous process where the instructor works by intuition without following a detailed plan?

In considering the first question, effective instruction involves a great deal of decision-making. It is impossible for students to learn everything there is to know; therefore, decisions must be made about what objectives are most worthwhile to learn. Decisions must also be taken about the instructional techniques and devices to be used in a particular situation, how performance is to be assessed, and how instruction can be improved as it progresses. Probably the best basis for decision-making regarding instruction is an overall understand-

ing of teaching and learning processes and some skill in analyzing a situation so that present knowledge can be applied to a new situation. In most respects instruction is still an art, but the quality of that art can be greatly improved if teaching is based on the principles of learning and instruction, and if some thought is given to how these principles can be applied to specific situations. Whether a learner possesses this understanding and analytical ability and has the capability to employ them varies from situation to situation. In general, however, designing instruction prior to meeting the learners is sound practice. In many situations, adult learners may possess the essential capacity for designing their own instruction, but they may not have the time needed to do so.

In response to the second question, design quality on the instructor's part prior to meeting the learners produces a plan which can be negotiated with the learners both in terms of the objectives to be achieved and how they are to be achieved. The degree to which an instructor is able to negotiate these items is influenced by limitations set by the institution and the instructor's interpersonal skills. In many situations the instructional objectives are a valid negotiating point. Whether the instructor should negotiate how the objectives will be attained seems less clear. Certainly learners will be able to inform the instructor about which instructional techniques they have found not to be useful in the past, but the matter is less clear for techniques new to the learner, or experienced improperly. Where a minimum of design activity prior to actually meeting the learners is desired, Malcolm Knowles has suggested a basic seven stage instructional procedure.

1. Establishing a climate for adult learning
2. Creating an organizational structure for participative planning
3. Diagnosing needs for learning
4. Formulating directions for learning (objectives)
5. Developing design activities

- 6. Operating the activities
- 7. Rediagnosing needs for learning (evaluation)

In response to the third question, unplanned and undirected instruction is almost certain to produce individuals who are unable to perform their tasks. Thus, a fundamental reason for

instructional design is to ensure that no-one is educationally disadvantaged and everyone has an equal opportunity to use individual talents to the fullest degree. Even those self-directed learners who do not look for systematic instruction employ a systematic approach to learning as they arrange the events of instruction for themselves.

PROCESS OF INSTRUCTIONAL DESIGN

Decisions affecting instruction are often made before the teacher becomes involved in a program. One type of decision made by the institution offering the program is concerned with the way in which the participants will be organized. Methods you might encounter could include workshops, discussion groups, or the class, which is the most common method. The choice of method by the institution sets some limitations on your instructional design.

A second and more important type of decision affecting instructional design can be made by the institution or even by an agency beyond the institution at the governmental level. This occurs when program goals or curriculum objectives are set by someone other than the instructor. This is normally the case in vocational programs where, for example, a DACUM (Developing A Curriculum) process has been used to determine goals for a training program. In the DACUM process, a group of knowledgeable

people identifies the general areas of competence for an occupation and then determines the enabling skills for each area. With this knowledge in hand, the instructor can begin to plan the details of instruction.

There are four basic phases in the instructional design process:

1. Specifying objectives
2. Identifying and arranging learning tasks
3. Selecting techniques and devices
4. Developing evaluation instruments

The focus of this module is on identifying and arranging learning tasks. Other aspects of the design process were dealt with in more detail in other modules. Some basic principles about those phases are presented here to enable a better understanding of the total instructional design process.

SPECIFYING OBJECTIVES

Instructional objectives are statements about the behavior that we would like the learners to be able to demonstrate at the end of a course. There are three key elements to that definition of instructional objectives. First, objectives must state behaviors that can be observed, such as listing, charting, speaking, matching, and lifting. Second, they focus on learner performance at the end of a program. The objective states a goal to be attained and indicates what the performance should be like when the educational process is completed. Thirdly, objectives deal with learner, not teacher, behavior. It is sometimes difficult for instructors to make this adjustment from thinking about the material that they will "cover" to thinking about what learners will be able to do, but this is necessary for writing good objectives.

In preparing instructional objectives, broad statements about program goals must be translated into specific statements about learning outcomes. This requires considerable judgment by the instructor, because there are numerous possible instructional objectives for every broad goal. For example, if the program goal was to develop critical thinking skills in reading, there are several specific instructional objectives that might be chosen:

1. Distinguishes between facts and opinion
2. Distinguishes between facts and inferences
3. Identifies cause-effect relationships
4. Identifies errors in reasoning
5. Distinguishes between relevant and irrelevant arguments
6. Distinguishes between warranted and unwarranted generalizations
7. Formulates valid conclusions from written material

The objectives selected will be influenced by the characteristics of the learners as well as by time available, financial resources, and other institutional constraints. Usually the instructor is the person who is most knowledgeable about

these matters. From a large number of potential topics and objectives, the instructor must select and arrange those most essential and appropriate for the particular program goal. With the instructional objectives selected, they can be further specified by the addition of standards and conditions which aid communication and measurement. Writing instructional objectives is a special instructional design skill and is discussed in detail in Module 6.

Arranging or sequencing instructional objectives is an essential part of the design process. Each set of instructional objectives must be carefully analyzed in order to determine the most efficient arrangement for a particular program and group. If there is no clear logic in the sequence where one objective is a prerequisite to the learning of another, then the following principles may be applied:

1. Amount of Practice Required

If you leave the materials or skills which require the most practice sessions to the end, the amount of practice will be prohibitive. Spaced practice sessions are usually more efficient than grouping all of the practice together, so put objectives requiring the most practice near the beginning.

2. Frequency of Occurrence

There is usually a set of skills that occurs more frequently than others. Work from the most frequent to the least frequent.

3. Interests

Start from the most interesting objective and proceed to the least interesting, relying on the development of skill to sustain the interest. The assumption here is that nothing is more reinforcing than a successful learning experience.

IDENTIFYING AND ARRANGING LEARNING TASKS

The second major step in designing instruction is to identify and arrange learning tasks. Learning tasks are those activities that must be accomplished by the learner in order to achieve a stated instructional objective. Each instructional objective usually has several learning tasks. The function of the learning task is to describe precisely the intended learning outcomes so that the appropriate instructional technique can be selected to engage the learner in the most appropriate learning behaviors. Learning tasks are stated behaviorally but do not require the formal components of an instructional objective.

To arrive at learning tasks, the instructional objective must be analyzed into simpler capabilities that need to be learned as prerequisites. Begin with the instructional objective and work back step-by-step until an entire set of capabilities is identified. Prerequisite capabilities should be shown as lower in position, indicating that they need to be previously learned. This analytic process may be carried out until the simplest kinds of learning are reached and identified. However, carrying the analysis to such a point is rarely useful. Instead, it is usual to stop at the point where one has identified the capabilities that can be assumed to be present in the group of learners to whom the learning hierarchy is applicable. A learning hierarchy is an arrangement of learning tasks in an appropriate sequence.

One of the more difficult problems is to differentiate between instructional objectives and learning tasks. Rober Mager suggests the following approach:

After drafting an objective, ask yourself what someone would need to know or be able to do in order to practice the performance stated in the objective. This will help you to work down the hierarchy to locate the subordinate skills that students will have to have if they are to be ready to

tackle the total skill. Thus: what would students have to be able to do before they could start practicing their appendectomies? Well, they would have to be able to tie knots with surgical thread, for one thing. Aha! There is a subordinate skill. It is a meaningful skill all by itself. We might write an objective to describe it. What else? Well, they would have to be able to recognize a scalpel when they see one and be able to ask for it by name. Aha, again. But since scalpel-recognizing is only one step, or one part of a meaningful skill, we would not write an objective about it. We would include it in a unit of instruction designed to teach the meaningful skill, but it wouldn't warrant an objective by itself. And if you will write objectives about the meaningful skills and not about the steps of those skills, you will avoid being overwhelmed by objectives and will avoid having your objectives called trivial.

Figure 1 shows a format that can be used to analyze instructional objectives into their component learning tasks. The form first shows spaces to identify the course and the instructional objective. Learning tasks are listed in sequence from the lowest in the hierarchy (number 1) to the highest (number 7). The number of learning tasks will vary considerably for different objectives, and rarely will there be exactly seven. When the learning tasks have been identified, they should be classified as one of five types of learning outcome (verbal information, intellectual skill, cognitive strategy, motor skill, or attitude). Following that, space is provided to list the instructional techniques and devices (equipment and materials), and the amount of time required.

Completion of this form provides you with a unit plan containing an overview of the instructional objectives, learning tasks, techniques and devices, and time required for each task and for the unit as a whole.

Figure 1

UNIT PLAN**Course:****Instructional Objective:**

	Learning Tasks	Type of Learning Outcome	Techniques	Devices	Time
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Figures 2 and 3 show samples of completed unit plans, one for a Seaman Apprentice course and the other for a Heavy Equipment Repair program. Study these sample unit plans for a few minutes.

Now select a sample instructional objective from your course and fill in the first two columns of Figure 1. Make sure that you identify all of the learning tasks required for the learner to attain the stated objective.

Figure 2

UNIT PLAN

Course: Pilot Squadron — Seaman Apprentice

Instructional Objective: #12. Given a mock quarterdeck and three situations requiring basic nautical knots, the learner will tie the appropriate three knots within 15 minutes.

	Learning Tasks	Type of Learning Outcome	Techniques	Devices	Time
1.	State five types of basic nautical knots and their purpose	Verbal information	Buzz group, lecture, question and answer	Manual Visual aid	20 min
2.	Tie a square knot	Motor skill	Demonstration and drill	Live and mock quarterdeck	15 min
3.	Tie a clove hitch	Motor skill	Demonstration and drill	Live and mock quarterdeck	15 min
4.	Tie a bow-line	Motor skill	Demonstration and drill	Live and mock quarterdeck	15 min
5.	Tie a running bowline	Motor skill	Demonstration and drill	Live and mock quarterdeck	15 min
6.	Tie a bow-line	Motor skill	Demonstration and drill	Live and mock quarterdeck	15 min
7.	Select appropriate knots for given situations	Intellectual skill	Quiz, Provision of results	Quiz papers	25 min

 2h

Figure 3

UNIT PLAN

Course: Heavy Equipment Repair

Instructional Objective: #8. Given a motor scraper in the field, the learner will perform a safe pre-start and circle check according to the Y.V.T.T.C. operator's manual. Acceptable performance requires no omissions, adherence to all safety regulations, and completion within 30 minutes.

	Learning Tasks	Type of Learning Outcome	Techniques	Devices	Time
1	State safety regulations	Verbal information	Lecture, question and answer	Film, hand-out	20 min.
2.	List pre-start procedure	Verbal information	Lecture, informal quiz	Worksheet	30 min.
3.	List circle check procedure	Verbal information	Lecture, informal quiz	Worksheet	30 min.
4.	Apply pre-start procedure	Verbal information	Demonstration Individual practice. Discussion of results.	Vehicle	40 min.
5.	Apply safety regulations	Intellectual skill	Individual	Vehicle	20 min.
6.	Apply circle check procedure	Intellectual skill	Demonstration Individual practice. Discussion of results.	Vehicle	40 min.
7.	Prefer to apply safety regulations	Attitude	Instructor example and reinforcement	Vehicle	_____
					3h

SELECTING TECHNIQUES AND DEVICES

Instructional techniques and devices are selected after learning tasks have been identified and arranged in an appropriate sequence. Techniques and devices are selected to provide the best possible way for the learner to acquire the behaviors specified in the learning tasks. Details about using techniques and devices are presented in Modules 2 and 3, but some basic principles are discussed here because selection occurs during the process of instructional design.

An instructional technique is a process used by the instructor to establish a relationship between the learner and the material to be learned. It is the way in which the instructor helps the learner to achieve a learning task. There are many different techniques, and they can be combined in a variety of ways. Examples of instructional techniques include:

- Lecture
- Study Guide
- Debate
- Panel
- Buzz Groups
- Small Group Discussion
- Work Group
- Individual Tasks
- Case Study
- Demonstration
- Drill
- Simulation

Instructional techniques should be chosen for specific learning tasks. Many learning tasks will require two or more techniques.

1. Learning Processes

Each learning process can be assisted by a technique or techniques. When techniques are selected, their ability to aid learning processes must be carefully considered.

2. The Nature of the Learning Task

The type of learning outcome (verbal information, intellectual skills,

cognitive strategies, motor skills, and attitudes) is applied to a particular learning task to indicate those learning processes requiring special emphasis. Techniques should enable the special emphases to be given.

3. The Characteristics of the Particular Group of Adult Learners.

These dictate whether additional emphasis or less emphasis on certain of the learning processes is appropriate. Individuals bring to each learning task a wide range of knowledge, experience, and attitudes which influence their responses. For example, many times learners are not equipped to handle their personal responsibilities as productive group members in a group discussion because of a lack of previous experience with that technique.

4. Conditions Imposed by Method

The way in which learners are organized imposes limitations on the techniques which can be used. The correspondence method, for example, makes the use of any group discussion technique difficult.

5. Abilities of the Instructor

Many instructors are unfamiliar or unskilled with the learning process and with the variety and suitability of techniques. An example is the lecture technique. It requires skill that few have, and those that possess it often confuse lecturing with entertaining.

Instructional devices are materials and physical arrangements in the learning situation which are intended to aid the learning process. Examples of devices range from instructional materials to communication media and from illustrations to the arrangement of furniture. The

same factors which affect the selection of instructional techniques also influence the selection of devices. Devices have an ability to influence certain learning processes far more than an instructor could on his or her own.

In designing and managing instruction, techniques and devices are both selected and created. There is a vast array to choose from in order to provide the desired emphasis on the appropriate learning processes. New techniques and devices can be created by instructors where the content to be learned and the characteristics of the adult learners require it.

DEVELOPING EVALUATION INSTRUMENTS

The final stage of instructional design is to develop a plan and instruments for evaluating learning. The main reason for doing so is to guide your progress as the instruction is delivered. Based on evaluation results, instruction can be revised and improved.

The details of developing evaluation instruments are discussed in Module 4. At this point, however, it is useful to note that there are four general factors that may be evaluated:

1. Satisfaction
(How well do the learners like the program?)
2. Learning
(What knowledge, skills, and activities were learned?)
3. Behavior
(What changes in behavior resulted outside the formal instructional setting?)
4. Results
(What were the tangible results of the program in terms of meeting individual and community needs?)

Usually an evaluation is restricted to the first two types listed above, but information about behavioral change and results is valuable information in assessing a program if it can be obtained.

CASE STUDY

Now that you have read a description of the instructional design process, a case study is presented so that you can get a better understanding of how the process is applied. Following are some written materials about a particular course in the Instructor's Diploma Program offered for vocational instructors. The cassette contains an interview with David Little, who developed and taught the course.

The materials in the booklet are the products of the instructional design process. Included is a topical outline of the course content, a list of the instructional objectives for the course, and a sample instructional objective analyzed into a unit plan. Read through these materials before listening to the cassette. The cassette discusses the general considerations that are involved in making decisions about course plans of this type.

**INSTRUCTOR'S DIPLOMA PROGRAM
I.D. 102 ELEMENTS OF INSTRUCTION
The University of British Columbia
Centre for Continuing Education**

Course Objectives:

Participants will develop skill in the design and management of adult instruction.

Participants will develop an awareness of a relationship between the science of instruction and the art of instruction.

Course Content:

Date	Day	I.O.	
4	Tuesday		Orientation — introduction to basic elements
5	Wednesday	(1)	Learning and instruction
6	Thursday	(2)	Processes of learning
7	Friday	(3)	Phases of instruction
10	Monday	(4)	Types of learning outcomes
11	Tuesday	(5)	Processes of learning requiring special emphasis Re: Type of learning outcome
12	Wednesday	(6)	Curriculum Development
13	Thursday	(7)	Instructional objectives
14	Friday	(8)	Learning hierarchies
17	Monday	(9)	Methods Techniques Devices
18	Tuesday	(10)	Selection of techniques
19	Wednesday	(11)	Evaluation of instruction
20	Thursday	(12)	Characteristics of the adult learner
21	Friday	(13)	Interpersonal competence
24	Monday	(14)	Art of instruction
25	Tuesday		Design of instruction laboratory
26	Wednesday		Design of instruction laboratory
27	Thursday		Design of instruction laboratory
28	Friday		Design of instruction laboratory

**INSTRUCTOR'S DIPLOMA PROGRAM
I.D. 102 ELEMENTS OF INSTRUCTION
The University of British Columbia
Centre for Continuing Education**

Instructional Objectives:

1. In a group setting of twenty minutes duration participants, given a set of learning situations, will differentiate between those which are learning in the natural societal setting and those which are education. Acceptable performance will constitute 80% accuracy.
2. Given a structural model of the human learning process, learners in a group setting will locate in writing the universal learning processes on the appropriate part of the model. Adequate performance is attained by 80% accuracy.
3. Given a ten minute paper and pencil quiz, worksheet included, the participants will complete the missing elements (instructional phases, learning processes, and instructional events) on an individual basis. Participation in the quiz will be considered acceptable performance.
4. Given a small group setting of twenty minutes duration the group will develop at least one learning task in each of the five types of learning outcomes presented in the typology.
5. Given a list of seven learning outcomes, participants in a thirty minute group task setting will identify the particular processes of learning that require special emphasis in order to provide the appropriate instruction presented in the short course. 80% accuracy will constitute acceptable performance.
6. In a group setting of twenty minutes duration, participants given twenty items of behavior extracted from statements of general areas of competence, enabling skills, instructional objectives, and learning tasks will differentiate between those of a curriculum development nature and those of an instructional design nature. Acceptable performance will constitute participation in the group endeavour.
7. Given a fifteen minute individual task, participants will compose an instructional objective in behavioral terms which includes the five components advocated by Kibler.
8. Given twenty minutes in an individual task, the participants will identify the learning tasks of their previously composed instructional objective on the instructional design template administered to them.
9. Given several examples of processes of education the learner in a small group setting will differentiate among methods, techniques, and devices. Acceptable performance will constitute 90% accuracy.
10. Given an instructional objective and its component learning tasks, participants in a small group setting will identify appropriate instructional techniques for each learning task. Adequate performance requires participation in the group endeavour.
11. Given several examples of evaluation behaviors on the part of an instructor, participants will classify them according to the cells of the Stoufflebeam schema for evaluation. Acceptable performance will be constituted by eight out of ten correct responses.

(continued on page 5-18)

UNIT PLAN

Course: I.D. 102 — Elements of Instruction

Instructional Objective: #7. Given a fifteen minute individual task, participants will compose an instructional objective in behavioral terms which includes the five components advocated by Kibler.

	Learning Tasks	Type of Learning Outcome	Techniques	Devices	Time
1.	State the functions of an instructional objective.	Verbal information	Buzz group	Handout notes	15 min
2.	List the component parts of an instructional objective.	Verbal information	Lecture	Handout notes	15 min
3.	Identify the components of a given instructional objective.	Intellectual skill	Individual task Group discussion	Worksheet	15 min
4.	Write an instructional objective	Intellectual skill	Lecture Individual task Group discussion	None	45 min
5.					
6.					
7.					

 1.5h

12. Given a twenty minute small group discussion setting, the learners will apply the "characteristics of the adult learner" to their actual instruction experience. Acceptable performance will constitute an oral group report.

13. Given a ten minute oral test administered by a fellow student, the learner will describe the fundamental concepts of gestalt therapy. Acceptable performance will constitute participation in the exercise.

14. Given a twenty minute group discussion, participants will state an opinion regarding the mix between the art and the science of instruction. Performance considered to be satisfactory will constitute participation in the group discussion.

Now listen to the cassette tape

ASSIGNMENT

When you have completed the activities in this module, you should begin to think about designing your own course along the lines suggested here. It may take some time to complete this, but you should begin while the process is still fresh in your mind. Concentrate initially on developing the instructional objectives and identifying and arranging the learning tasks.

When you have completed the other modules in this course, you will be in a better position to select techniques and devices and plan the evaluation activities.

If you wish to receive comments about your course plan, submit the materials you have prepared in written form.